DOCUMENT RESUME

ED 273 089 FL 015 816

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TITLE State Initiatives and Activities in Foreign Languages and International Studies.
INSTITUTION Joint National Committee for Languages, Washington, DC.
PUB DATE Mar 86
NOTE 10p.
PUB TYPE Information Analyses (070)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Elementary Secondary Education; Graduation Requirements; Higher Education; *International Studies; National Surveys; *Professional Associations; *Second Language Programs; *State Departments of Education; *State Legislation; *State Programs

ABSTRACT

This report, derived from a survey of foreign language supervisors in each state and the District of Columbia, provides an overview of the various state initiatives and activities in foreign languages and international studies. The report is intended to provide some useful information to national policymakers, state governments, and concerned organizations. Arranged by states (including the District of Columbia), the topics covered include legislation, legislative initiatives, task force recommendations, state board of education actions, statewide assessment programs, public school and higher education entrance and graduation requirements, accreditation requirements, professional association proposals, curriculum plans and changes, and funding terms. (MSE)

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STATE INITIATIVES AND ACTIVITIES IN FOREIGN LANGUAGES AND INTERNATIONAL STUDIES

COMPILED BY:

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March 1986

Joint National Committee
for Languages

Washington, DC

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State Initiatives and Activities in Foreign Languages and International Studies

Compiled by Jamie B. Draper, Elizabeth H. Graham and Tamara S. Johnstone

March 1986
Joint National Committee for Languages
Washington, D.C.

This report has been compiled from information received in response to a series of letters and telephone calls to foreign language supervisors throughout the country. While this is by no means a detailed account of everything occurring in the field, it is an overview of the various state initiatives and activities regarding foreign languages and international studies occurring at this time. Realizing that these activities are part of an ongoing, ever-changing process, it should be understood that this information is kept as current as possible, and is updated periodically as more information is received.

For those states where information could not be acquired from supervisors, consultants, or education officials, every attempt was made to locate material from other sources. These sources included commission reports on file from the JNCL office, letters received concerning proposed legislation, and the newsletters of various language associations.

The report was prepared to provide some useful information to national policy makers, state governments, and concerned organizations in their efforts to determine and chart the course of foreign language study in this country. It is by no means exhaustive, and should serve as a beginning to determine additional activities and areas of study needed.

Alabama

The State Board of Education has established two high school diplomas, one of which requires two years of foreign language study. The University of Alabama at Tuscaloosa has established a one-year foreign language exit requirement. A task force has been established to study foreign language education. Teachers of Spanish and French must pass a state proficiency test.

From the Education for Economic Security Act, Title II (PL 98-337), $92,000 has been allocated to conduct a statewide needs assessment for foreign languages, to conduct weekend seminars for high school foreign language teachers, and to sponsor a summer institute to provide intensive instruction in phonetics and conversation, grammar and composition, contemporary culture, and methodology.

Alaska

In its report, *Foreign Language Learning in Alaska: Data, Analysis and Recommendations for the Eighties*, the Alaska Foreign Language Association recommends that:

"The governor appoint a State Commission on Foreign Language and International Education."

"The Department of Education fund a full-time foreign language supervisor; assist local school districts in fully implementing the second language instruction policy; develop clear, adequate minimum professional standards for foreign language teachers and recommendations to guide adminstrators in hiring such instructors; help local school districts with funding, information, and other support to establish sound and effective foreign language programs in the elementary schools and to coordinate these with programs at the secondary level; establish a library of resource information and support materials, including not only printed materials, but also computer software, video, audio, and film materials; and develop instruments for assessing student proficiency in a second language and monitor the assessment on an ongoing basis."

Arizona

The Report of the Governor's Committee on Excellence in Education has recommended that foreign language be a required subject; however, a recent legislative initiative to enact this recommendation was defeated.

Arkansas

The "Standards for Accreditation of Arkansas Public Schools" mandates that, by June 1987, all accredited elementary schools must include "Exercises in Foreign Language" (foreign language instruction or cultural activities) at some time in grades 1-6, and all accredited high schools must provide two units of a foreign language. One unit of Global Studies must also be provided at the high school level.

The University of Arkansas, beginning in 1987, will require two units of a foreign language for admission to the Liberal Arts School.

California

The Education Code and Title V of the California Administrative Code require that schools offer foreign language study in grades 7-12, and that students complete one full year of a foreign language course before graduation from high school. While students entering the University of California system have always needed two years of a foreign language for admission, the California State University system has also recently adopted this requirement, effective for all entering freshmen beginning in 1988.

The State Board of Education has recently adopted the model curriculum standards developed by the Superintendent's Advisory Committee on Foreign Languages. These standards will serve as a guide for foreign language programs in grades 9-12. Although it is not mandatory that school districts adopt these specific standards, they will be required to assess their foreign language programs using these model standards as a basis for comparison once every three years.

The state has also established the Foreign Language Liaison Committee which is currently working on a foreign language competency project that will provide standards to determine foreign language proficiency at all levels.

The California State Department of Education is now funding a curriculum and instruction center for foreign language education to conduct curriculum and staff development programs. As part of the overall effort to expand staff development programs, the Curriculum Implementa-

tion Center for foreign languages is conducting summer seminars and in-service training workshops for foreign language teachers. In July 1986, the State Department of Education will co-sponsor, with the Advocates for Language Learning, the "Symposium on Second Language Instruction." This five-day seminar will focus on assisting educators and administrators in the design and implementation of second language instruction at the elementary level. The state has also established centers to train instructors of foreign language teachers as well as made available publications to assist in the development of programs, for example, the recently published *Handbook for Planning an Effective Foreign Language Program.*

The California State Department of Education is currently accepting proposals from institutions wishing to administer the California International Studies Project. Under this project, the state wil fund a public or private institution of higher education (approximately $475,000 for FY86-86; further appropriations will be determined by the legislature and the governor at a later date) to oversee the establishment of six local resource centers for international studies. The project is designed "to enhance the quality of instruction in elementary and secondary schools in courses which satisfy the high school graduation requirements," through improved teacher preparation. The proposed 18 resource centers will be responsible for, among other things, the development of instructional materials for use in elementary and secondary schools, in-service training, the training of a group of international studies and foreign language specialists to serve as resource practitioners, as well as the development of an evaluation process to assess the effectiveness of the resource centers and their participants.

Overall, the California State Department of Education hopes to implement a movement towards a proficiency-based curriculum through these programs. It has also recommended minimum proficiency standards for teachers of foreign languages.

Colorado

In a survey of elementary and secondary schools in Colorado, only 66 of the 189 elementary schools surveyed offer a foreign language. However, 39 percent of those schools not offering foreign languages felt they were equipped to do so. Sixty-two percent of elementary instructors felt that foreign language should be taught at the grade school level.

Of 536 secondary schools surveyed, 91 percent offer a foreign language, the most popular of which is Spanish. Study of languages is not required for high school graduation. Teachers at both the elementary and secondary levels felt that global awareness needed to be emphasized in the curriculum, and they felt this could be accomplished through greater cooperation between social studies and foreign language departments.

The results of this survey were used by the Colorado Department of Education, Task Force on Foreign Languages to make recommendations for improvements in foreign languages and international studies, to assess teacher training and certification, and to assess the need for a foreign language graduation requirement. These recommendations have been accepted by the State Board of Education and include:

—Foreign language should be an integral part of every elementary program.

—Two years of a foreign language should be required for graduation from high school.

—Teachers and teacher candidates must demonstrate specific levels of proficiency in language and in culture to receive state certification and/or recertification.

The Task Force also outlined specific proposals for implementing these recommendations. These include staffing strategies, use of technology, evaluating programs and recruiting and preparing new teachers. Among the recommendations was the suggestion that the Colorado Department of Education hire a full-time foreign language coordinator and establish an information clearinghouse.

Connecticut

This year, Connecticut will be developing a Connecticut Assessment of Educational Process in foreign languages, modeled after the National Assessment programs.

Of EESA funds, $5,000 has been set aside to provide a statewide conference on international education for about 300 foreign language, social studies, and supervising educators. A follow-up working meeting for three-member teams from 10 school districts, as well as release time for purposes of curriculum development in international education, will also be funded. At a final seminar, the results of these activities will be shared.

Delaware

While there is no foreign language requirement for graduation from high school, a minimum of two years is recommended for college preparatory students. Each Delaware high school offers two or more foreign languages.

District of Columbia

Beginning with the class of 1984, all DC Public School graduates must have one unit of foreign language study.

The Woodrow Wilson High School International Studies Program has been implemented for students interested in pursuing college level studies and/or careers in international affairs. This program is a collaborative effort between school and industry.

Florida

In 1983, the Florida State Legislature passed a variety of requirements relevant to foreign language education. In order to be admitted to state universities in Florida, students must now have two foreign language credits. Each district school board must adopt student performance standards for academic programs in grades 9-12—including foreign language programs. And finally, in order to fulfill the requirements of the Florida Academic Scholars Program, high school students must complete an advanced program of set academic studies, including two years of the same foreign language.

In an effort to expand access to foreign language education, the state has agreed to provide matching funds to local school districts for FLES (Foreign Languages in Elementary Schools) programs. The state has also established the Alternative Certification Program. This provides teacher certification to persons holding a bachelor's degree in a foreign language who participate in required training programs and testing.

Georgia

The Board of Regents for Colleges and Universities has determined that by fall 1988, all freshmen entering Georgia public colleges must have two years of instruction in a foreign language.

Of EESA funds, $180,000 will be used to sponsor four-week institutions to enable non-certified foreign language teachers to become certified.

A $100,000 grant from the University System of Georgia will be used for 75 half-funded study abroad fellowships for currently certified foreign language teachers.

Hawaii

Hawaii has received funding for and is currently implementing a pilot foreign language program called TELECLASS. In this program, language classes in Hawaii are matched with a school in the target country learning English. Language is then taught through actual interaction between students in these countries using several different media. These include slide and tape shows, video presentations, telephone conversations, television, electronic mail, etc., depending upon the availability of such resources in each school. It is hoped that this program will provide a needed motivation for learning a foreign language, as well as practice in real-life language situations. The program is implemented currently in Chinese, German, Japanese, and Korean language classes.

Idaho

After 1988, four semester credits in the humanities, which include foreign languages, will be required for high school graduation.

Illinois

Currently, students in Illinois must have at least one year of either music, art, vocational education or foreign language study for high school graduation. A measure was recently passed requiring that by 1990 all students seeking to attend Illinois state universities have two years of art, music or foreign language for admission.

House Bill 1072, creating the Illinois Language and International Studies Academy, was passed by a large margin in both houses of the State Legislature last summer but was vetoed by the governor. The bill will be resubmitted, however, some time during the current session. The Academy would provide a normal high school curriculum, with the exception of concentrated study in one modern critical language per student, for approximately 400 students chosen on the basis of language aptitude tests. The bill is also seen as a vehicle to establish a "policy of the State of Illinois to promote exceilence in foreign language and international education" (H.B. 1072). It also authorizes an ongoing program of in-service training for foreign language/international education teachers statewide and the development and dissemination of instructional materials.

In Feburary 1986, the State Board of Education received a staff analysis and set of recommendations for new policy in the area of foreign language and international education. These recommendations are the result of a three-year study which included input from a citizens' board on foreign language and international education. Among the recommendations included in the study are:

—Schools should have foreign language programs beginning in "early elementary grades" and continuing through high school.

—All students should have access to foreign language programs.

—Students of limited English proficiency should have the opportunity to develop both their home language and English language skills concurrently.

—An international perspective should be infused into all aspects of the curriculum, beginning at the elementary level.

—Programs in the less-commonly-taught languages should be expanded.

These recommendations will be considered by the State Board of Education Planning and Policy Committee and, later, the full Board. If approved, the Board of Education will develop a policy plan based on these recommendations and begin the process of putting this plan into action.

Indiana

All public high schools and accredited non-public high schools must offer foreign language instruction. For minimum accreditation, a school must offer a two-year sequence in one foreign language. For maximum accreditation, a two-year sequence of one language and a four-year sequence of a second language is required.

Beginning with the graduating class of 1989, the language arts requirements will be increased from three to four credits. The fourth year of language arts may be waived if a student has successfully completed three levels of foreign language instruction.

At the junior high school level, a new proposal would provide an allotment of 200 minutes per week for foreign language instruction.

To obtain a license, teacher candidates, including foreign language candidates, must now pass a test of proficiency in their area of specialization.

Iowa

In its report to Governor Terry E. Branstad, the Governor's Task Force on Foreign Language Studies and International Education recommended state-wide promotion of a comprehensive foreign language and international studies program extending from kindergarten through college.

All secondary schools are now required to offer two years of a foreign language. A new legislative requirement will lead to development of new standards for state schools by 1987. Proficiency levels, scope, and sequencing for foreign language programs will also be determined. Schools will receive $50 for each student enrolled in a foreign language.

The position of foreign language consultant has been added to the Department of Public Instruction.

Kansas

Kansas Regents for Higher Education have instituted a minimum requirement of 10 credit hours of foreign language study for the B.A. degree at all state universities. Beginning with freshmen entering in the fall of 1986, students must have had two years of foreign language instruction in high school, or take 10 hours in college.

In February 1986, the Kansas State Board of Education approved the "Kansas Plan for International Education." This plan was developed in response to the *Strategic Plan for Kansas Public Education for the Year 2000* to address the goal of giving students a broader understanding of international issues and cultures.

Under this plan, in cooperation with language and social science specialists, the State Department of Education will develop a database of personnel and resources within Kansas which can be used to improve international education throughout the state. Curriculum guidelines have been produced for social studies and are currently being developed for foreign languages. Funding has been received to write a booklet of instructional activities which relate Kansas to the rest of the world. In-service sessions will be developed in cooperation with professional organiza-

tions of all disciplines to further implant international education throughout the curriculum.

The Plan also calls for the Kansas State Board of Education to mandate that all school districts offer foreign language, using computer and video technology where teachers are in short supply.

A new set of standards for certifying teachers in foreign language was presented to the Professional Standards Advisory Board on November 15, 1985. These call for proficiency in listening, speaking, reading, writing, and cultural awareness. If approved, they would go into effect in May 1987.

Kentucky

While there is no foreign language requirement, two years of a foreign language are recommended for the pre-college curriculum, and three levels of a a foreign language must be offered for a high school to be accredited. In addition, a course in world civilization is required for the pre-college curriculum.

The State Board of Education has approved regulations for implementing and administering a Commonwealth diploma program that includes a foreign language component.

Louisiana

The State of Louisiana has recently adopted several new foreign language requirements. Beginning in 1988, Louisiana state universities will require two years of foreign language study for admission. Also, in January 1984, the Board of Elementary and Secondary Education enacted the following requirements:

—Beginning in grade four in 1985-86 and extending to grade six by 1987-88, an elementary foreign language program, providing 30 minutes of instruction every day, will be required for all students.

—In 1987-88 in grade 7, and in grade 8 in 1988-89, a foreign language program of at least 150 minutes a week will be required for all students.

Already in place in many districts are programs which enhance the language skills and cultural awareness of students. One-half of the school districts in Louisiana have a French as a Second Language Program which offers elementary school children instruction in all subject areas in the French language. At the secondary level, Louisiana has established an International High School which offers qualified juniors and seniors a program of studies geared towards fluency in French and serves as an introduction to international business.

The Louisiana Council of Foreign Language Association has been established to provide a solid front and unified voice in addressing issues of importance to foreign language educators. Also awaiting official approval by the governor is a proposal establishing the Council for the Development of Spanish in Louisiana, which would be responsible for promoting the study of Spanish, especially at the elementary level. Already organized is the Council on the Development of French in Louisiana (CODOFIL) which promotes the study of French. CODOFIL has been successful in promoting one-month student internships and also in establishing exchange agreements with France, Belgium, and Quebec which bring in teachers on a one-year basis.

From monies distributed through higher education programs, a stipend program is now in place to allow students of French to study abroad before receiving certification in French. From these funds, $12,000 will be used to train faculty to administer the Foreign Service Language Examination to prospective teachers.

Additional monies from an oil revenue state settelement with the federal government is being directed toward education; foreign language education is one of the top seven priorities.

In an effort to emphasize the necessity of communicative proficiency, a team of ACTFL trainers conducted an intensive four-day workshop on the ACTFL-ETS Oral Proficiency Interview Procedures for university faculty members. This training will aid faculty in interviewing students in state universities for teacher certification. Louisiana universities have also conducted summer teacher training programs to grant foreign language certification for all levels to secondary school teachers in the program, and elementary level certification to elementary school teachers who participate.

Maine

As part of the implementation of the Maine Education Reform Act of 1984, the position of Foreign Language Consultant has been established and filled within the Maine Department of Education and Cultural Services (MDECS).

Effective as of August 1, 1985, the Instructional Requirements and Graduation Standards of the MDECS require that all secondary schools offer at least a two-year sequence in one foreign language. Where two foreign languages are not offered, students may attend another approved school to take the missing course.

Based on the 1982 Report of the Maine Advisory Council on Foreign Languages and International Studies, the following recommendations have been made to MDECS:

—undertake a survey of foreign language study throughout the state, including enrollment figures, impact of bilingual and intensive language learning programs, requirements at all levels, and the quality and availability of resources.

—form a task force to study teacher certification standards.

Recommendations to teachers and administrators included:

—providing the opportunity to study foreign languages at the earliest possible age

—stressing the importance of a global perspective for all students

—supporting and encouraging long- and short-term international student exchanges.

Recommendations to colleges and universities:

—requiring some language proficiency for admission or graduation and making foreign language study an integral part of all programs.

—providing every student with the opportunity to develop a global perspective through language study, study abroad, interdisciplinary courses, or multicultural activities.

Maryland

The Maryland State Department of Education will incorporate international education into the proposals it is developing for the state foreign language curriculum. International education is already included in the social studies curriculum.

A University-wide Task Force of Foreign Languages has been created by the University of Maryland. Members include representatives for the Maryland State Department of Education and all university campuses.

In 1982, the Baltimore City School Board adopted a plan that mandates four years of instruction in a single foreign language for college-bound students and at least one year of instruction for other students. In addition, every middle and junior high school student must take at least two years of a single foreign language, and an experiment is under way in eight elementary schools to teach foreign languages to fourth graders.

Of EESEA funds, $50,000 has been allocated for use in a two-week language institute in July 1986 for upgrading the language proficiency of teachers and for an ESL workshop for math and science content area teachers.

Massachusetts

While no action has been taken, discussions on the need to promote foreign language learning are taking place. A report by the Joint Committee on Education pointing out the importance of foreign language has been circulated to state officials. A State Board of Education initiative would provide for more coordination between bilingual and foreign language education. Programs to promote coordination between the college and high school levels are also under way. Currently, a survey on the state of foreign language education is being conducted, and the creation of a State Foreign Language Supervisor position is being considered.

Michigan

A recent position paper and policy statement of the Michigan State Board of Education urges the reinstatement of foreign language requirements for admission to state universities. It recommends that colleges and universities stress the benefits of overseas study programs and include foreign language requirements in all international studies programs.

Minnesota

A Task Force of the College of Liberal Arts at the University of Minnesota's Twin Cities campus (the state's largest college) recently recommended the following:

In 1986, incoming freshmen without a year of foreign language study must take one, no-credit, remedial course. In 1987, this would increase to two years or two no-credit courses and in 1988, three years or three courses. However, students choosing a less popular language, such as Russian or Chinese, would begin earning credits immediately. In addition, students would need three quarters of a foreign language to graduate.

The University is also requesting $500,000 from the state legislature for the implementation of new foreign language programs.

The State Board of Education has proposed that all school districts offer at least two years of language instruction; one year less than the CLA 1988 standard.

Mississippi

The position of Foreign Language Consultant has been terminated.

While foreign language is not required for graduation from high school, students must have one unit from a required elective (i.e., foreign language or math above Algebra II or Advanced Science). It is recommended that students pursue two units of foreign language instruction.

Missouri

For accreditation, an AAA high school must offer a foreign language. Of the total high school enrollment, 16 percent is in foreign languages.

Montana

The Board of Regents of Higher Education has adopted a "firm recommendation" that academic preparation for college include a two-year language sequence.

Nebraska

Under the auspices of the Nebraska Department of Education, the Nebraska Task Force on Foreign Language Education has been established. The purpose of this organization is to "provide leadership at the state level to the foreign language teaching profession in Nebraska schools." Already the Task Force has established a communications network designed to bring together 500 teachers in Nebraska, as well as make contact with other foreign language associations and business leaders. The Task Force was also responsible for sponsoring oral proficiency and curriculum development workshops and for establishing immersion programs in Germany and Mexico.

Currently, the Nebraska Task Force on Foreign Language Education is planning to promote communicative proficiency through training programs in accordance with ACTFL guidelines and a proposal to adopt minimum standards of proficiency in skills for foreign language teacher education programs. The group also plans to continue increasing awareness of the importance of foreign language education by expanding its communications network and broadening contact between educators, business, industry and the public.

The Nebraska Department of Education is also involved in increasing access to foreign language education through a program designed to deliver instruction to rural areas. This new program now operates in 80 schools in Nebraska and uses visual tapes and teleconferencing to provide language instruction.

Nevada

There are no foreign language requirements at the present time. Currently, the state of Nevada is drafting a new Secondary Course of Study which includes a section on foreign languages. It will not be completed for another year.

New Hampshire

In December 1984, the New Hampshire State Department of Education outlined these general objectives of second language learning:

—acquisition of progressive proficiency in listening comprehension, speaking, reading, writing, and structural analysis

—an increased knowledge of other countries, cultures and attitudes

—an appreciation of one's own heritage
—development of career and education plans in areas related to foreign languages
—development of vocational interests associated with foreign languages

All New Hampshire high schools must offer three years of one foreign language and two years of a second. Schools with less than 300 students must offer four years of one foreign language. Foreign language study is a restricted elective. Four units (of 18) must be selected from at least two of the four fields offered as restricted electives. Standards for junior high and elementary schools are currently being revised.

New Jersey

Governor Thomas H. Kean's Proposal for New Jersey states: "The New Jersey Board of Education would allow successful mathematicians, scientists, linguists and journalists to pass a competency test in their subjects, then go into classrooms as paid teaching interns. If they performed well, they would be issued permanent teaching certificates at the end of the year."

New Mexico

New Mexico does not have a foreign language supervisor, and no action is occurring at the present time.

New York

The *New York State Board of Regents Proposed Action Plan to Improve Elementary and Secondary Education Results in New York*, as approved in March 1984, requires that by 1988, all public schools in the state of New York must offer instruction in at least one second language in grades 8-12. Beginning with the class of 1992, all public school students must have one unit of a second language before grade 9, and beginning with the class of 1994, this requirement will increase to two units. High school credit will be given if the student passes a state second language proficiency examination or completes a high school course while in grade eight. All students passing this proficiency examination, including those seeking a *local* high school diploma, will receive one credit towards their diploma.

Beginning with the class of 1989, all candidates for a Regents' diploma not completing an extended program of occupational education, music, or art must have three credits of a second language and pass the Regents' Examination. This requirement will apply to *all* Regents' candidates in the class of 1992.

Legislation has been proposed which would enable school districts to receive state aid based on enrollment figures for foreign language classes in grades K-9. The New York State Education Department is finalizing a syllabus for Modern Languages for Communication which is meant to serve as a framework for program development, implementation and management, but also to specify goals to be achieved by the state's language programs. The syllabus outlines the communicative and cultural, as well as general educational goals of second language learning, and then identifies the components of content and proficiency which should be used in teaching for communicative proficiency.

North Carolina

Curriculum Study—Foreign Languages, a report from the Foreign Languages Curriculum Study Committee to the North Carolina Board of Education, 1983, recommends that "every student study a second language every day for 13 years; some students will study more than one language." It also recommends that efficiency in teaching foreign language communication skills should be improved, class size should be limited to 20 students in grades 7-12 and 10-15 students at the elementary level, and that public awareness of the importance of foreign language study should be increased.

A bill was recently passed which establishes a Basic Education program. As part of this project, school districts are now required to offer foreign language instruction in grades 9-12.

North Dakota

A higher level foreign language unit (second year or above) may be substituted for the fourth language arts unit requirement. All students are encouraged to study a foreign language.

Ohio

State minimum school standards now require all schools encompassing grades 9-12 to "schedule and operate in separately organized classes" (not just offered) at least a three-year sequence of a foreign language, or if two languages are scheduled, two years of each. Most high schools exceed this minimum requirement by a considerable margin. In addition, 7th and 8th grade students must be scheduled for planned instruction in either reading or a foreign language. While this does not mean that a school must have a 7-8 foreign language program, the requirement has given a significant impetus to the establishment of such programs.

Ten of Ohio's 12 state-supported universities now require at least two years of a foreign language for "unconditional" admission, and the other two institutions strongly recommend two or three years. The new admission requirement is part of a college preparatory program recommended by a special commission on school-college articulation and endorsed by the State Board of Education.

After July 1, 1987, persons entering teacher preparation programs will be able to obtain only K-12 certification to teach a modern or classical language. Additionally, the minimum language coursework requirement for certification has been increased from 30 to 45 semester hours. An oral proficiency exam is being considered.

Students majoring in a foreign language or other designated "shortage subject area" may borrow the cost of tuition and direct fees up to $5000 a year to a maximum of $15,000. Eligibility is based on ACT/SAT scores, recommendations of education professors, and grade point average. Those who teach in designated shortage subject areas may have up to $15,000 of student loans forgiven at a rate of 20% a year. If they teach a shortage subject in a designated geographic shortage area, the forgiveness rate increases to 25% per year of service.

Oklahoma

Oklahoma State University will require, beginning in 1986, that students in the College of Arts and Sciences have two years of the same foreign language in high school or one year on campus for graduation from any B.S. program. Students in B.A. programs need one year on campus to graduate. The University of Oklahoma is considering several options.

Oklahoma State University has initiated an intensive program of "distance learning" via its communications center and their satellite broadcasting capability. One of the programs being used in over 30 schools is high school German. The teacher is a native of Germany and has written the program. In addition to his twice-weekly live broadcast, the program features computerized voice-recognition drills whereby students practice their pronunciation. There are computer lessons and the usual homework, quizzes and tests. Exams are graded at OSU, and students receive high school credit through special permission of the state department of education.

Six school systems in the Oklahoma City area have instituted a program of French and Spanish instruction by parents trained in the languages, but not certified as teachers. The parents attend a workshop in preparation for leading the courses, which are meant to interest the children in other languages and culture and teach simple vocabulary and comprehension skills.

Oregon

The State Board of Higher Education "highly recommends" two years of foreign language for admission to public colleges and universities.On April 18, 1986, the Board of the Oregon State System of Higher Education voted to adopt a Strategic Plan for the continuing development of the system's colleges and universities. Final acceptance is scheduled for July 1986. Among the 45 recommendations, foreign languages are number two and mentioned in number one. The specific recommendation calls for all students receiving a baccalaureate degree to demonstrate proficiency in a foreign language equivalent to two years of college study. This requirement could be met at the high school level, with two years of high school instruction equal to one year of college instruction.

The State Board of Education, policymaker for public schools K-12 and community colleges, requires one year in any one or a combination of foreign language/fine arts/applied arts for graduation from high school, plus one year of global studies. These and all other graduation requirements are under discussion and may change as part of Oregon's Action Plan for Excellence. (Essential Learning Skills to be tested by the end of grades 3, 5, 8 and 11 have already been developed as the first step toward a common curriculum.)

Recent rule changes for teacher certification now permit (1) adding foreign language endorsements via NTE specialty and (2) certifying liberal arts graduates to teach subjects declared to have a shortage of teachers. Proposed rule changes, if adopted would require (1) passing an NTE specialty test before issuing an initial certificate and (2) continuing professional development for renewal of standard certificates.

Pennsylvania

Foreign languages, although recommended, are not required in Pennsylvania. A bill requiring two years of a foreign language for high school graduation was recently defeated by the state legislature.

Every school district must offer at least two languages other than English, one of which must be a modern language. One language must be offered for at least a four-year sequence. Languages may be taught at the elementary level.

Programs must be offered for students whose dominant language is other than English. These programs may be bilingual/bicultural or ESL.

Rhode Island

The state legislature requires that all college-bound high school students complete at least two years of a foreign language. There is currently discussion for instituting these requirements for *all* students for high school graduation.

South Carolina

Beginning in 1988, all students will be required to complete at least two years of a foreign language before entering a state-supported institute of higher education. A proposal to increase the number of credits required for high school graduation is currently before the state legislature. It is anticipated that this proposal, if passed, would have a favorable impact upon foreign language programs in the state.

South Dakota

The Board of Regents has mandated that all students successfully complete two years of a foreign language before entering a state college or university. As a result, secondary schools are now required to offer at least two years of a foreign language.

A move to void the foreign language admission requirement, supported by the South Dakota Vocational Association, Ag Unity, and the Associated School Boards of South Dakota, was successful. The South Dakota legislature recently voted not to require foreign language for college entrance, overriding Governor William J. Janklow's veto of the measure.

Tennessee

The State Board of Education has approved a curriculum framework for foreign languages which will be used for the development of a state curriculum guide or for use by local systems which elect to make their own.

Two years of foreign language study is necessary to receive a high school Honors diploma. All four-year state universities have also instituted a two-year foreign language requirement for freshmen entering in the fall of 1989.

The Tennessee State Department of Education is currently working on obtaining grant support for summer teacher training seminars and materials development.

Texas

Beginning in the fall of 1985, all 1,100 Texas public school districts were required to offer levels one and two of a foreign language. Also, students now select a program of 21 or 22 credits for graduation. Those students who choose the 22-credit program must have at least two units of a foreign language.

Recent action by the State Board of Education in Texas approved funding for three projects relevant to foreign language education:

1) *The Gifted Language Learner*—proposes to study ways to identify and teach the "gifted language learner" at elementary and middle school levels.

2) *Teaching Spanish to the Spanish Speaker at the Secondary School*—proposes to study the organization of students, curriculum, and strategies for classroom use.

3) *Centers for Proficiency*—This program establishes several summer institutes for teachers to strengthen oral proficiency.

Also, with regard to teacher proficiency, legislation recently passed which required *prospective* foreign language teachers to demonstrate proficiency, including oral proficiency. In cooperation with the Texas State Education Agency, ACTFL is training interviewers and raters to assess the oral proficiency of prospective foreign language teachers. As part of this "ACTFL-Texas Project," four tuition-free curriculum workshops for teachers are being planned in 1986.

Beginning in February 1987, prospective language teachers will be required to take language-specific examinations (i.e., French, German, Latin) as well as a general pedagogy examination.

Utah

The Utah State Office of Education Foreign Language Mastery Curriculum calls for a shift in emphasis from grammar to proficiency in oral communication skills enhanced by reading and writing skills. The curriculum is designed so students' progress in learning from the novice to intermediate to advanced levels can be described with greater accuracy and precision.

Children may receive foreign language instruction, at added cost to parents, before or after regular school hours in many locations, according to district and individual school policy.

The University of Utah requires students to complete two years of the same foreign language for admission. Brigham Young University has announced that, for graduation, its students must have a specialty in either math, science, or a foreign language. For foreign languages, this involves approximately 15 semester hours above the lower-level language courses.

Vermont

New teacher certification regulations require that foreign language teachers have proficiency in a modern foreign language including listening comprehension, the ability to communicate with a native speaker at a normal speed and with good pronunciation, reading comprehension with works of average difficulty, and the ability to write simple free composition. Teachers should also have an understanding of the culture of the speakers of the languages they teach.

Proposed School Approval Standards include foreign language program specifications: Three years of one foreign language for grades 9-12, access to audio-visual material dealing with the language and culture as well as a library of materials written in the second language, integration of foreign language study with other curricula within the school, as well as coordination with the curricula of sending and/or receiving schools.

Virginia

The Task Force on Foreign Languages, appointed in 1983 by the Virginia Council of Higher Education, recently recommended institution of entrance and graduation requirements in foreign language study for public four-year colleges and universities. The task force specifically recommended two years of each of two languages or three years of one language for admission. Two years of additional study would be required for *all* bachelor degree programs (including engineering, business administration, etc.). These recommendations were unanimously approved by the Virginia Council of Higher Education in June 1985.

The Virginia Board of Education has called for the development of pilot foreign language programs for elementary school children.

Effective August 1, 1985, every secondary school is required to provide at least a three-year sequence in one foreign language. The Advanced Studies diploma requires either two years of two foreign languages or three years of one foreign language. Regular foreign language offerings must be available to interested eighth graders.

For the 1985-86 school year, secondary foreign language enrollments are at an all-time high. Over 42 percent of students in grades 8-12 are enrolled in a foreign language.

During the summer of 1986, the Department of Education will sponsor a French Academy for 60 of the state's most talented French students. The four-week immersion program will also have an in-service component for foreign language teachers interested or involved in foreign language gifted and talented programs. The academy is funded with Title II monies which cover all basic expenses for students and for teachers participating in the in-service component.

Title II is also the source for 50 foreign language scholarships available during 1986-87—twenty-five $200 grants for study locally and twenty-five $500 scholarships for study/travel abroad.

In February 1986, the State Superintendent of Public Instruction invited members from business and industry from across the state to serve on the Virginia Foreign Language Council—an advocacy group supporting and promoting foreign language study at all levels of education. Membership also includes representatives from institutions of higher education and local school districts.

Washington

The Language Policy Position Statements, adopted by the Board of Education in January 1984, state that every student should have the opportunity to attain proficiency in another language and should be encouraged to do so. This language study should begin as early as possible. It also recommends that existing language resources should be developed, and courses in less-commonly taught languages should be intensified.

Proposals have been introduced to the state legislature to provide funding for programs dealing with Pacific Rim countries, including Chinese and Japanese instruction; reimbursing schools for costs of foreign language instruction in elementary schools; and summer institutes for foreign language, social studies and bilingual teachers. To date, these programs have not been funded, but support is gaining.

West Virginia

As part of a court-ordered school reform decision, foreign language instruction is now required in the upper elementary grades.

Wisconsin

By 1988, all high schools must offer foreign language instruction.

The state has supported a Foreign Language Specialist for the past 25 years.

A state law requires bilingual education for classes with more than 10 LEP students, and it provides $2 million to cover 70 percent of the costs of this instruction. All ESL and foreign language teachers must be certified by the Office of Public Instruction.

Wyoming

There are no state-wide initiatives. All foreign language programs are the responsibility of local school districts.